

CAMBRIDGE

3

Teacher's
Book
with Digital Pack

Pippa and Pop

American English

Lily Pane

with Caroline Nixon & Michael Tomlinson

Better
Learning

Pippa and Pop

American English

Lily Pane

With **Caroline Nixon & Michael Tomlinson**



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Map of Student's Book 3

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
	Introduction Page 4						
1 Me! Page 6	Review Level 2: characters, numbers, likes <i>angry, bored, excited, scared, sleepy, surprised</i>	<i>Hello! What's your name? I'm (Kim). How old are you? I'm (eight). I like (books). What's her / his name? She's (Kim). He's (Dan). How old is she / he? She's / He's (eight). He's / She's / I'm (bored). He isn't / She isn't / I'm not (bored).</i>	Review Level 2 letter sounds: <i>b, m, t, g, p, d, k, n, s, h</i>	<i>Jane's name</i> Be yourself	Review numbers: <i>1 – 20</i>	Music: Emotions from music	Make a self portrait
2 My day Page 18	<i>brush my hair, brush my teeth, get dressed, have breakfast, wake up, wash my face go to bed, have dinner, have a snack, listen to a story, play with friends, take a bath</i>	<i>I (wake up) (in the morning / every day). They / We (play with friends) (after school / in the evening). We / They don't (take a bath).</i>	Letter sound <i>/ʃ/ (sh)</i>	<i>Brush your hair, Leo!</i> Take care of yourself	Adding by counting	Social studies: Times of day	Make a daily activities display
3 My home Page 30	<i>make the bed, pick up the toys, set the table, sweep the floor, wash the clothes, wash the dishes bed, bookcase, cabinet, lamp, rug, toy box</i>	<i>He / She (washes the dishes). I (sweep the floor). It's (under / in / on / next to) the (bed).</i>	Letter sound <i>/k/ (ck)</i>	<i>Goldilocks and the three bears</i> Respect other people's things	Numbers: <i>10, 20, 30, 40</i>	Social studies: Objects at home	Make and decorate a bedroom
	Units 1–3 Review Page 42–43						
4 My sports Page 44	<i>badminton, baseball, basketball, field hockey, soccer, tennis bouncing, catching, hitting, kicking, rolling, throwing</i>	<i>They're / She's / He's playing (soccer). She's / He's / They're / I'm (throwing) the ball.</i>	Letter sound <i>/ŋ/ (ng)</i>	<i>A sport for Grace</i> Persevere	Subtracting by counting	Physical education: Team sports	Make a ball

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
5 My free time Page 56	<i>cooking dinner, drawing pictures, listening to music, playing video games, reading books, watching TV</i> <i>go roller skating, go swimming, play a board game, play with building blocks, play hide-and-seek, play outside</i>	<i>I / We like (reading books).</i> <i>Let's (go swimming / play a board game)!</i> <i>Can I (come / play)?</i>	Letter sounds / ʊ / (short oo) and / u: / (long oo)	<i>Jack loves reading</i> Join in and help	Numbers: 50, 60	Art: Paintings, photographs, and sculptures	Make a board game
6 My food Page 68	<i>cake, candy, chips, chocolate, grapes, pineapple</i> <i>beans, cereal, fruit, meat, rice, vegetables</i>	<i>Would you like some (chocolate)?</i> <i>Yes, please. / No, thank you.</i> <i>I'd like some (candy), please.</i> <i>I / We have (meat and rice) for (breakfast / lunch / dinner).</i>	Letter sound / tʃ / (ch)	<i>Share, Ricky Raccoon!</i> Share	Estimating quantity	Science: Salty, sour, and sweet	Make a plate of food
Units 4–6 Review Page 80–81							
7 Animals Page 82	<i>crocodile, elephant, hippo, monkey, snake, tiger</i> <i>duck, giraffe, lizard, parrot, spider, zebra</i>	<i>There's (a monkey).</i> <i>There are (three) (monkeys).</i> <i>There are (lots of) (snakes).</i> <i>They're (giraffes). They have (long necks / long legs / stripes / short legs / big feet / long tails / sharp teeth).</i> <i>They're (fast).</i>	Letter sound / θ / (th)	<i>The mouse and the lion</i> Be friendly	Numbers: 70, 80	Science: Where animals live	Make an animal
8 Plants Page 94	<i>garden, plants, rain, seeds, soil, sun</i> <i>beautiful, clean, dirty, new, old, ugly</i>	<i>What do plants need?</i> <i>Plants need (sun / rain / soil).</i> <i>What (beautiful) (flowers)!</i> <i>What (a dirty) (nose)!</i>	Letter sound / i: / (ee, ea)	<i>Sophia's garden</i> Work together	Measuring length	Science: How plants grow	Make a plant diagram
9 My town Page 106	<i>hospital, playground, restaurant, school, store, supermarket</i> <i>doctor, farmer, nurse, sales clerk, teacher, waiter</i>	<i>Where are you / are we going?</i> <i>I'm / We're going to the (supermarket).</i> <i>A (teacher) works in a (school).</i> <i>He / She works on a farm.</i> <i>Where does (a teacher) work?</i> <i>Does (a nurse) work (in) a (hospital)?</i> <i>Yes, he / she does. No, he / she doesn't.</i>	Letter sound / ei / (ay, ai)	<i>Big-city cat and small-town cat</i> Appreciate what you have	Numbers: 90, 100	Social studies: Jobs	Make a jobs poster
Units 7–9 Review Page 118–119							

Key to teaching notes icons



Video



Presentation Plus



Interactive activity (on Presentation Plus)



Games (on Presentation Plus)



Early literacy development



Cambridge Life Competencies Framework



Learning to Learn

Welcome to *Pippa and Pop*

A world of stories and play

Pippa and Pop is a three-level English language course that takes young learners into a marvelous, miniature world, kindles their curiosity and imagination, and inspires a love of stories. The course centers on a family who live above a bookstore and on two toy mice, Pippa and Pop, who come alive in a little girl's imagination, captivating learners with immersive stories.

Our research has led us to focus on three areas essential for the development of very young learners: **Early literacy**, **Learning through play**, and **Learning to Learn**.

- **Early literacy** is encouraged through stories in every unit accompanied by literacy tips, a systematic and phonological methodology for teaching letters, and a gradual, supportive introduction to writing development.
- **Learning through play** develops critical and creative thinking, communication and collaboration skills, and encourages learners to be confident and autonomous.
- **Learning to Learn** activities, informed by the Cambridge Life Competencies Framework, help learners develop the learning skills they will need to become confident in all subjects and become independent learners.

The course takes a playful approach and prepares preschool children for primary / elementary school by building their confidence, instilling an enjoyment of learning, and helping them discover the world around them. It covers the language required for the Cambridge English Pre A1 Starters test. Combined with a gradual introduction to numeracy, letters and sounds, projects, cross-curricular lessons and values, *Pippa and Pop* is the perfect start to learning English and to the child's journey through school.



For students:

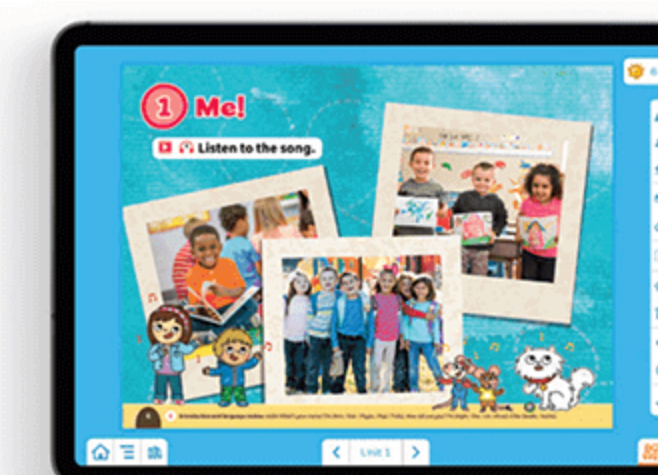
- Student's Book with Digital Pack
- Workbook
- Letters and Numbers Workbook

For teachers:

- Teacher's Book with Digital Pack
- Big Book
- Flashcards
- Posters
- Puppet

Teacher's Digital Pack:

- Class audio and songs
- Presentation Plus, including:
 - Videos (four per unit)
 - Interactive routine boards
 - Interactive practice activities
 - Games
 - Answer keys



Early literacy development

What is early literacy?

“Early literacy” describes the development of skills and cognitive tools in young children that prepare them to learn to read and write. Fostering a joy in stories, songs, and rhymes, teaching young children that words are all around us, and making them aware of sound–spelling relationships, enables them to learn to read more easily.

How can we teach early literacy?

The English language classroom should be a place where learners hear as much authentic language as possible and encounter the patterns and “music” of the language in stories, songs, and rhymes.

Even before they start to read, children can learn about how reading works by playing with books. Plenty of picture books and simple English story books should be available for children to play with. Children can turn the pages, move their fingers across the page, refer to pictures to support meaning, and begin to tell the story themselves. Playing at writing by making marks on paper, in sand, or “drawing” letters in the air, all help prepare children to start writing.



Reading in class should be a shared experience. Reading together with the *Pippa and Pop* Big Book mimics the way children engage with stories in their first language.

By interacting with stories, children develop essential oral language skills and learn to concentrate, follow a plot, and ask questions.

Early literacy skills can be assessed in a natural way by retelling a story with deliberate mistakes or blanks for children to correct or fill in. Children can respond by drawing, making models, or using physical movement to show their understanding.

Literacy-based play sessions help children learn to express themselves. Stories can be retold over several sessions so children can join in and use props to rehearse and act out sections of the story.

¹Papp, S. (2020). *Phonics and Literacy instruction for young learners in EFL*. Part of the Cambridge papers in ELT series. [pdf] Cambridge: Cambridge University Press

Early literacy development in *Pippa and Pop*

Early literacy in *Pippa and Pop* is informed by the latest research¹, which has shaped the course in the following ways:

- **Stories in every unit** of the Student’s Book are an authentic way to expose learners to plenty of target language and engage them with the meaning of words.

- **Literacy tips** in each literacy lesson in the Teacher’s Book provide guidance on how to use the story to develop early literacy skills.

Literacy development tip

In this story, the characters’ personalities are shown through what they say or do, e.g., Ben says the city is very loud, and also through what the writer says about them, e.g., Bill is a big-city cat. Help the children focus on this to understand what characters are like.

- **Additional activities** in the Teacher’s Book promote early literacy skills. Look for this icon:



- **Letters are taught systematically and phonologically**, rather than in alphabetical order. Children start by reviewing some of the consonant sounds they learned in Level 2. Then they focus on recognizing and forming consonant and vowel digraphs in Level 3.
- **A gradual approach to writing** begins with activities to promote pencil control and familiarize children with writing from left to right, and then moves on to tracing letter shapes, with children writing numbers, checks, and Xs independently from Unit 3 on in this level. Some vocabulary and structures are labeled in this level for those who want to start exposing children to the written form of the new language.

Learning through play

The importance of play

When preschool children play, they are completely absorbed in what they are doing. While playing, they begin to find out how to interact with classmates, follow rules, and express themselves. Children are best able to learn when their attention is fully captured, which often happens when they play.¹

“Guided play,” scaffolded by the teacher, is extremely beneficial in the English language classroom. The teacher prepares the environment and materials, and children have choices and flexibility in how they take part. The teacher monitors and supports children with ideas, development of thoughts, and positive reinforcement. “Child-led” play, where children can be left to choose their own toys or games, can also be effective.

Using different types of play helps children to develop a range of life skills.

Creative thinking skills develop when children draw, model, paint, or use their imagination to think of new ideas.

Critical thinking skills develop in play when children consider the perspectives of other people, play with numbers, or solve problems.

Learning to Learn skills develop when children follow the rules of a game and pay attention to what’s happening.

Communication skills develop when children engage in verbal play, e.g., with rhymes, chants, or stories involving repetition.

Collaboration skills develop when children play together with others and share ideas.

How can the teacher support successful learning through play?

- By using as much English as possible in teacher-directed games until this language becomes a routine part of play.
- By encouraging children to make choices about play, e.g., through bringing toys to class and using play to review and expand vocabulary.
- By monitoring play and suggesting ideas or words without leading directly.
- By allowing children to control play, for example, they can take turns as “leader” and adapt the game.
- By varying interaction and encouraging children to play in groups or pairs once they are familiar with a whole-class game.
- By creating a dedicated English play area in the classroom with a “word wall,” Pippa the puppet in her house surrounded by English story books, and a display of arts and crafts children have made.
- By communicating with parents / caregivers about how play can help learning.

Play in Pippa and Pop

The teaching notes for *Pippa and Pop* include games and suggested guided-play sessions.

There are special *Learning through play* activities in each unit, which include rhymes and chants, role-playing, traditional games, and painting, drawing, and modeling. Some activities are child-led, enabling children to choose their own toys or games.

Learning through play - at the wildlife park



- The children take out their toy animals. Divide the class into two groups and assign an area in the classroom to each group. Explain that they should create a wildlife park with their toy animals.
- Once they are ready, the children all become the park keepers. Groups take turns to go to the other group’s park and the keepers talk about their animals, e.g., *There are two tigers*.



¹Paes, T. and Eberhart, J. (2019) *Developing life skills through play*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

Learning to Learn

The Cambridge Life Competencies Framework supports teachers in using the language classroom to help students of all ages develop key skills that go beyond learning an additional language. These skills are crucial to their future educational development.

The Materials box in the Teacher's Book highlights which tasks in the Workbook are informed by the Cambridge Life Competencies Framework. Look for this icon:



Learning to Learn

The Cambridge Life Competencies Framework informs the Learning to Learn strand of *Pippa and Pop*. Relevant activities are highlighted clearly in the Teacher's Book with this icon:



Learning to Learn skills include being able to focus on a task, keeping motivated, being aware of and working toward learning goals, and reflecting on learning. These learning skills help students succeed in all subjects and are key to their becoming independent learners.

Learning to Learn in the preschool classroom

Classroom routines play a vital role in helping young children develop Learning to Learn skills. Routines can be used:

- for starting a class, such as doing a chant;
- for carrying out activities, for example, choosing learners to be in charge of handing out learning tools;
- for transitioning between activities by using certain cues.

To begin reflecting on their learning, children need clear goals and to understand how to achieve those goals. At this early stage, using a variety of “visible” assessment, feedback, and reflection techniques is most effective.¹

Children can:

- draw pictures to show what they have learned;
- take part in movement activities, such as acting out a story;
- give physical signals, such as “thumbs up / down” to show how they feel;
- point to signs in the classroom (e.g., a happy, neutral, or sad face) or hold up cards (e.g., red, yellow, or green, like traffic lights) to show how they feel about their progress.

¹Boyd, E. (2020). *Assessment for Young Learners in the English Language Classroom*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

Teachers can:

- use visual prompts, such as wall displays, to encourage children to reflect on previous work;
- use a prop or toy to ask children reflection questions (in the children's first language if necessary) such as:

- What did you learn?
- How do you feel about what you did?
- How well did you do?
- What should you do next?

Learning to Learn in *Pippa and Pop*

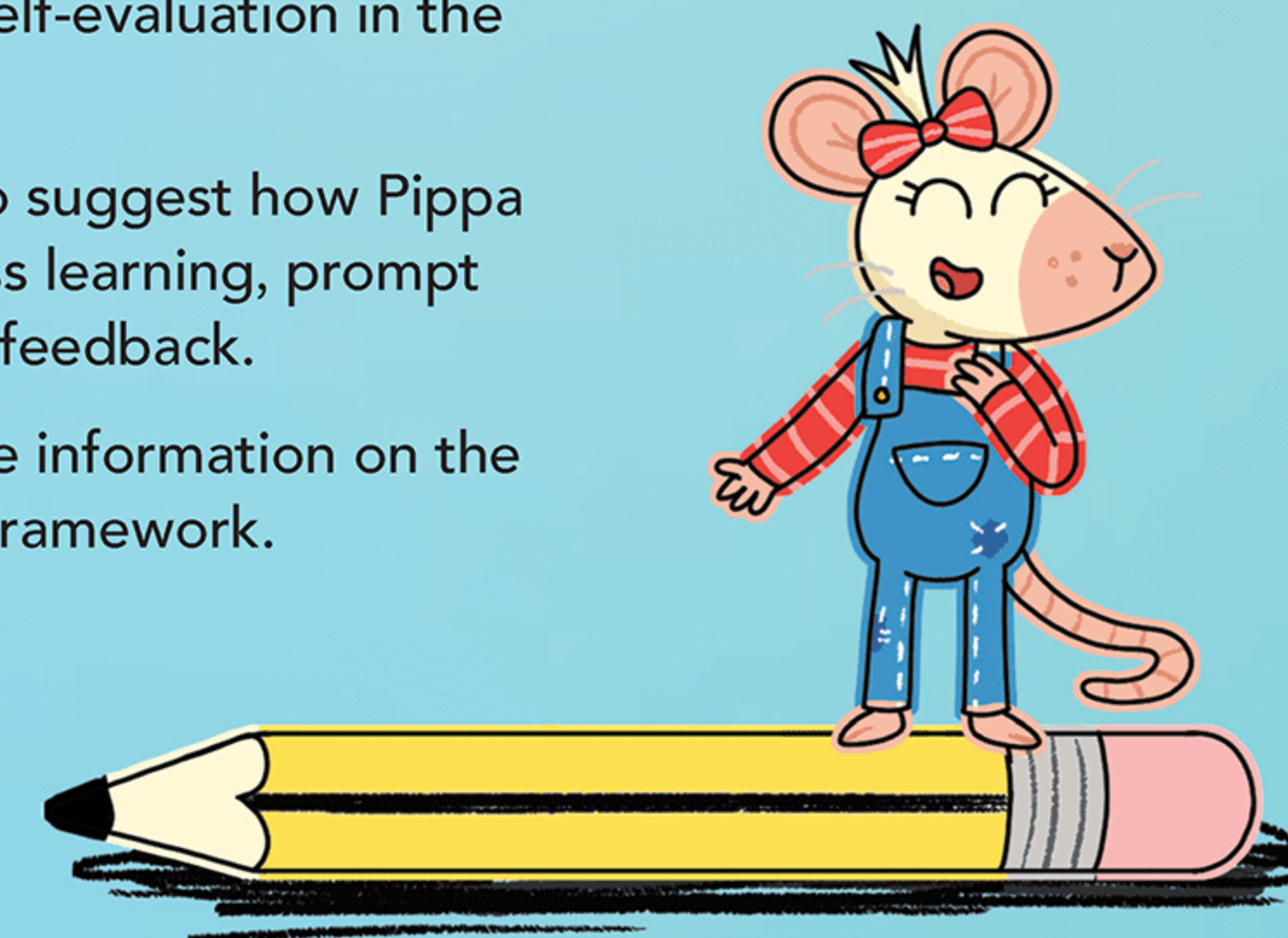
Pippa and Pop lays the foundations for self-reflection, so children can apply this skill during their whole school career and eventually become independent learners.

Learning to Learn activities in *Pippa and Pop* are highlighted in the teaching notes. These include:

- teachers presenting the unit goals **at the beginning of the unit**, using premade objective picture cards to represent vocabulary and language, the story, sounds and letters, the cross-curricular topic, and numbers;
- children carrying out self-evaluation **in the middle of the unit** to find out whether they understand the vocabulary, recognize where they need more practice, and develop the confidence to ask for help;
- teachers revisiting the unit objectives **at the end of the unit** to help children recognize what they achieved and supporting children with self-evaluation in the Workbook.

Finishing the class activities also suggest how Pippa the puppet can be used to assess learning, prompt self-reflection, and give positive feedback.

Visit [cambridge.org/clcf](https://www.cambridge.org/clcf) for more information on the Cambridge Life Competencies Framework.



Effective learning with *Pippa and Pop*

Routines. For learning to be effective, children need to feel safe and comfortable in familiar settings. Establishing clear routines for English class is vital at the beginning of the course. Routines for starting and finishing lessons are described on pages 16–17 of this Teacher’s Book, and routines boards are available on Presentation Plus.



Allow children to be active and hands-on. Children learn by doing, so need to be active and involved. Tasks that require concentration should be short, and interspersed with opportunities for learners to explore and express themselves. Flashcards and many of the games and songs in *Pippa and Pop* require physical responses, and dress-up, role-play, and “making” activities can add an enjoyable physical dimension to English learning.

Before starting to produce the language themselves, young children learn subconsciously by interpreting the teacher’s language and showing how much they understand. Bringing Pippa the puppet to life is a great way for children to hear natural English in a playful way. They can interact physically with Pippa and respond to her emotions and requests.

Ensure Pippa speaks only in English. You can give her a life outside the lessons with a simple house made from a box so she can come out and go back at the end of a game or lesson. Let children play with Pippa or take her home as a reward for good behavior. You can use movement and tone of voice with Pippa to make children laugh and engage with the puppet emotionally.



Help learners express themselves. Learners benefit from repeated exposure to language, and young children understand a lot more than they can produce. Integrate as much English input as possible into your classroom routines, including transactional and interactional language.

Transactional language

(for instructions and suggestions)

- Let’s ...
- It’s time for ...
- Please / thank you
- Can you ...?

Interactional language

(for starting, maintaining, and finishing conversations)

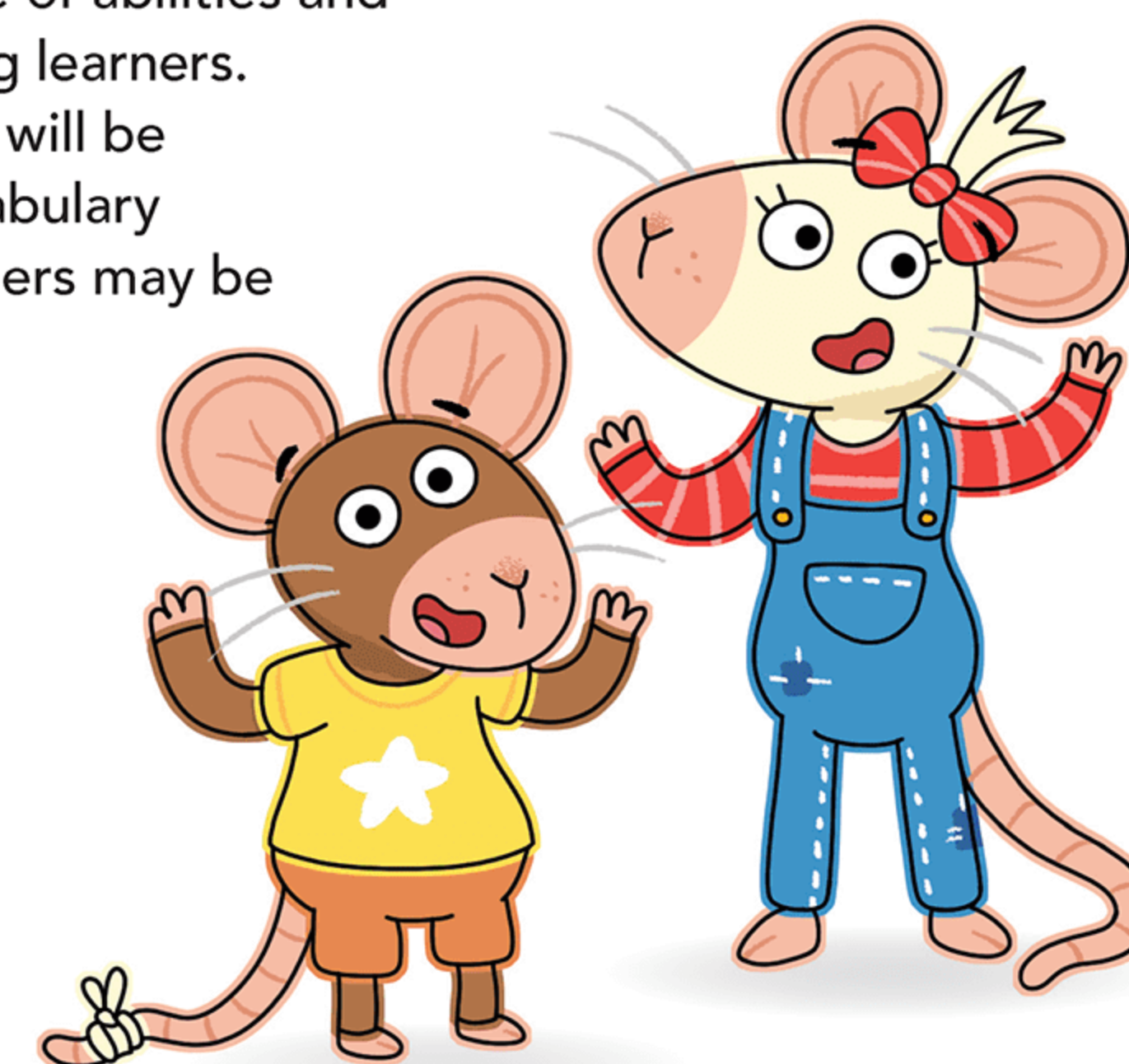
- Good morning!
- See you later!
- Really?
- How are you today?

Help children communicate and express themselves by rephrasing speech. Remember, they don’t need to repeat the language perfectly – it is enough that they hear the correct English for what they want to say. Concentrate on the message and let the children express themselves freely.

The classroom environment can provide plenty of written language input, even though the learners are only just beginning to recognize letter–sound relationships. Labels, posters, a “word wall,” visual alphabet charts, weather charts, and days of the week signs all help bring English into daily life.

As in any class, there will be a range of abilities and confidence levels among very young learners.

Coming into Level 3, some children will be confident in the structures and vocabulary covered in Levels 1 and 2, while others may be less confident. More confident learners can be paired with those who need more support, to act as “helpers.” In mixed-ability classes, set up ongoing activities with plenty of time for everyone to finish, and include extra tasks for fast finishers. Rather than measuring achievement against the same “end point,” praise all learners equally by recognizing individual progress.



How to structure lessons with *Pippa and Pop*

Each lesson in the Teacher's Book is carefully structured with clear steps.

Starting the class

These fun activities use rhymes, songs, and toys to help the children get ready to learn English. Movement-based games help prepare the children for “seated” tasks, and, in the second half of each unit, activities integrate review.

Before the book

This stage brings the children together while the teacher presents target language or sounds (often using flashcards), leads a fun practice activity (often with Pippa the puppet), or introduces learning objectives or topics to the class. In literacy lessons, the Big Book is used to identify key characters or preteach vocabulary.

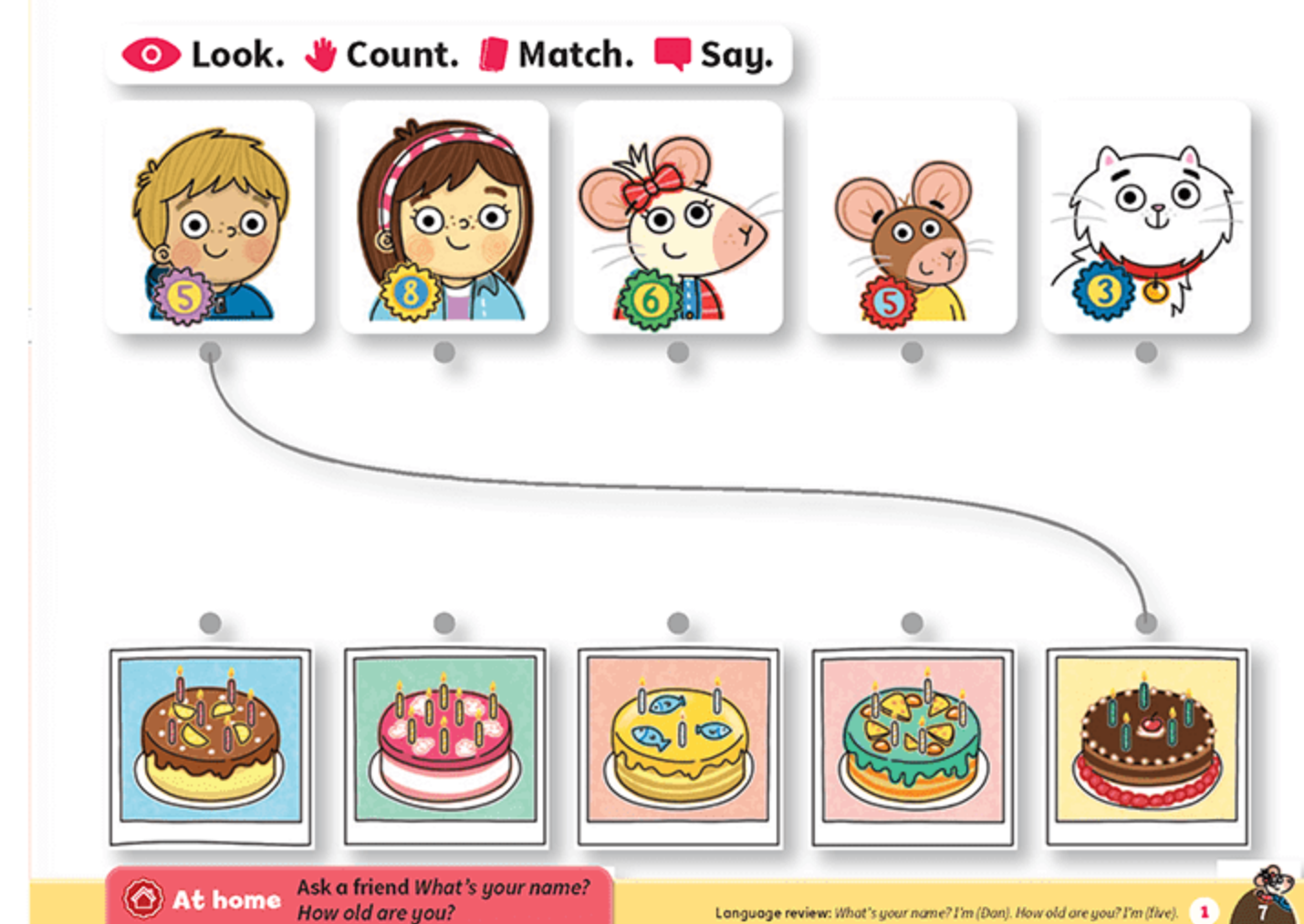
With the book

Once the children are ready to focus on the task in the Student's Book, clear, step-by-step instructions are given (with suggested instructions to give the children in English, advice for monitoring, and additional questions to ask to exploit the material further). An audioscript is provided for all listening tasks.

After the book

These activities are often game-based and provide controlled, scaffolded language practice. They review content in order to consolidate learning and help the children produce the language themselves.

The *After the book* stage in the first literacy lesson of each unit emphasizes comprehension by retelling the story or watching the literacy story video. In the second literacy lesson, the children are encouraged to think about a value and relate the message of the story to their own lives.

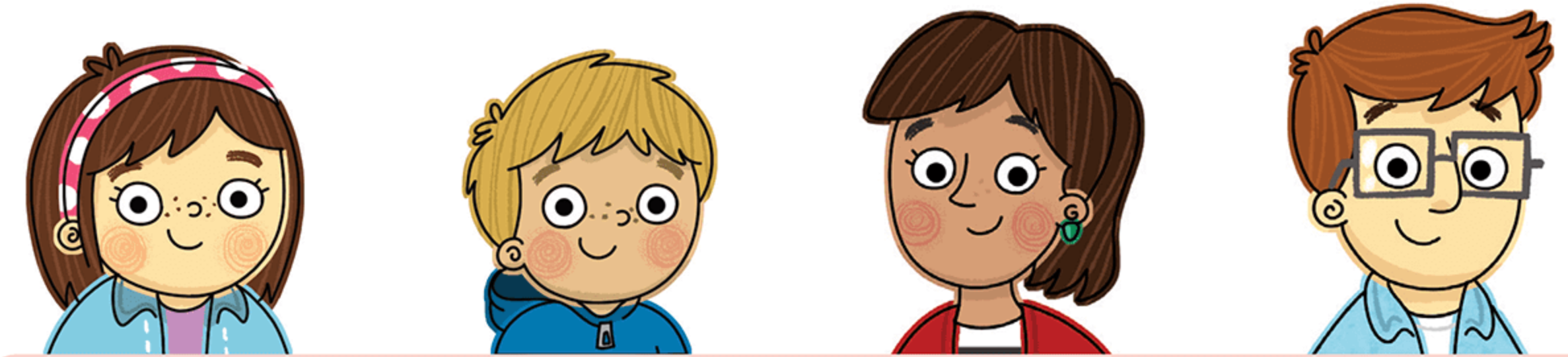


Workbook

The Workbook further consolidates the *With the book* activities, and the teaching notes give guidance on procedure and examples of the language the children should produce.

Finishing the class

These interactive activities review the lesson content and encourage self-reflection through interaction with Pippa the puppet, flashcards, movement-based games, songs and chants, or by revisiting the main theme of the story in literacy lessons.



Home-school link ideas

Research shows the positive impact of involving parents and caregivers in children's learning. This can be achieved by:

- creating an “Our English Lessons” display in the drop off / pick up area and keeping it updated to show the current unit topic;
- displaying the children's work in communal areas;
- encouraging the children to share course songs, chants, and stories and practice new language chunks at home.



Every unit of the Workbook has a number of “At home” features.

“At home” tasks encourage the children to find examples of language outside the classroom, connect the value in the story to their home, or repeat an activity at home and share it in the next class. The children are also frequently encouraged to personalize the unit topic, e.g., by bringing something in for a “show and tell.”

Unit walkthrough (Lessons 1–4)

Unit opener

A list of unit objectives is provided in the teaching notes for the teacher to share with the class (promoting Learning to Learn).

Photographs on the opening page introduce the topic and encourage children to relate it to their own lives.

Language presentation

Lesson 2 of each unit presents key vocabulary, using appealing and beautifully illustrated course characters (Kim, Dan, and their parents). Teachers can introduce new vocabulary, using flashcards, and over 100 full-color flashcards are available for this level.

A **video** introduces each unit topic as a fun way to engage children with the unit theme.

There is an **original song** in Lesson 1 of every unit. Children listen and begin to pick out key words, responding to visual prompts (flashcards) and the teacher's actions. They learn the song gradually as the unit progresses, with the learning outcome of joining in with both words and actions.

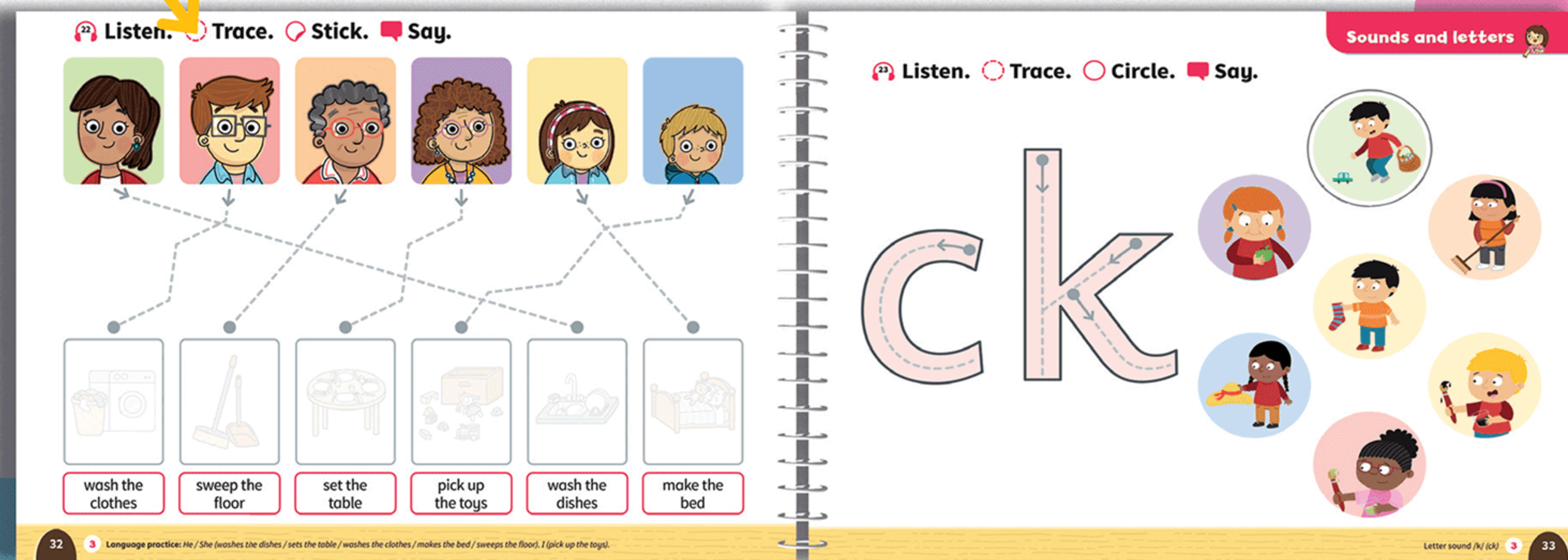


Language practice

In Lesson 3, children practice vocabulary and grammar with a listen and match, follow, trace, or circle task, and a sticker activity. Each child has their own sticker sheet of clear, high-quality images, with one set for each unit.

Children then use the new language in a follow-up speaking task.

New vocabulary is labeled for those who want to start familiarizing children with the written form.



Children interact with the picture by first listening to a short scene, featuring the first set of target language.

Then they listen again and point to key words. Finally, they circle, trace, number, or check and mark with an X key items.

Sounds and letters

Children learn to recognize pairs of letters that make up common vowel and consonant digraphs, and they learn the associated sounds. They practice tracing letter shapes and are encouraged to do this with a pencil.

Unit walkthrough (Lessons 5–8)

Literacy

Each unit has an appealing story that reinforces the unit language and uses repetition and rhythm in real-world speech, ideal for children to learn and play with. The story is also a genuine opportunity to introduce new secondary vocabulary. Captions and speech bubbles are included in the stories in this level.



Values

The second literacy lesson revisits the story (teachers can use the [literacy story video](#) to keep the children engaged).

Then they focus on the value that drives the narrative (and is further explored in the Workbook). The teaching notes for Lesson 6 suggest a *Learning through play* activity that encourages children to approach the story's theme and content, using different cognitive skills.

In the first literacy lesson, the focus is on authentic enjoyment of the story and understanding the plot. Children listen to the recording of the story, and then the teacher can retell the story, using the specially designed **Big Book**.

Language practice

Children practice new language with an **original chant**. The rhyme and rhythm of each chant help the children repeat the lyrics and remember new language in an entertaining way. The [chant video](#) aids memory and adds variety of input. New vocabulary is labeled for those who want to start familiarizing children with the written form.

Language presentation

The second set of key language and vocabulary is presented using the lovable mouse characters who inhabit Kim's dreams (Pippa and Pop) or Kim, Dan, and family. Again, flashcards offer the opportunity to introduce the vocabulary before listening.

Teachers can also choose to use the [character story video](#) to begin this lesson.

To help develop Learning to Learn skills, children follow the same classroom routine as in Lesson 2 when interacting with the picture: first listening, then listening and pointing, and then coloring or circling.



Unit walkthrough (Lessons 9–12)

Numbers

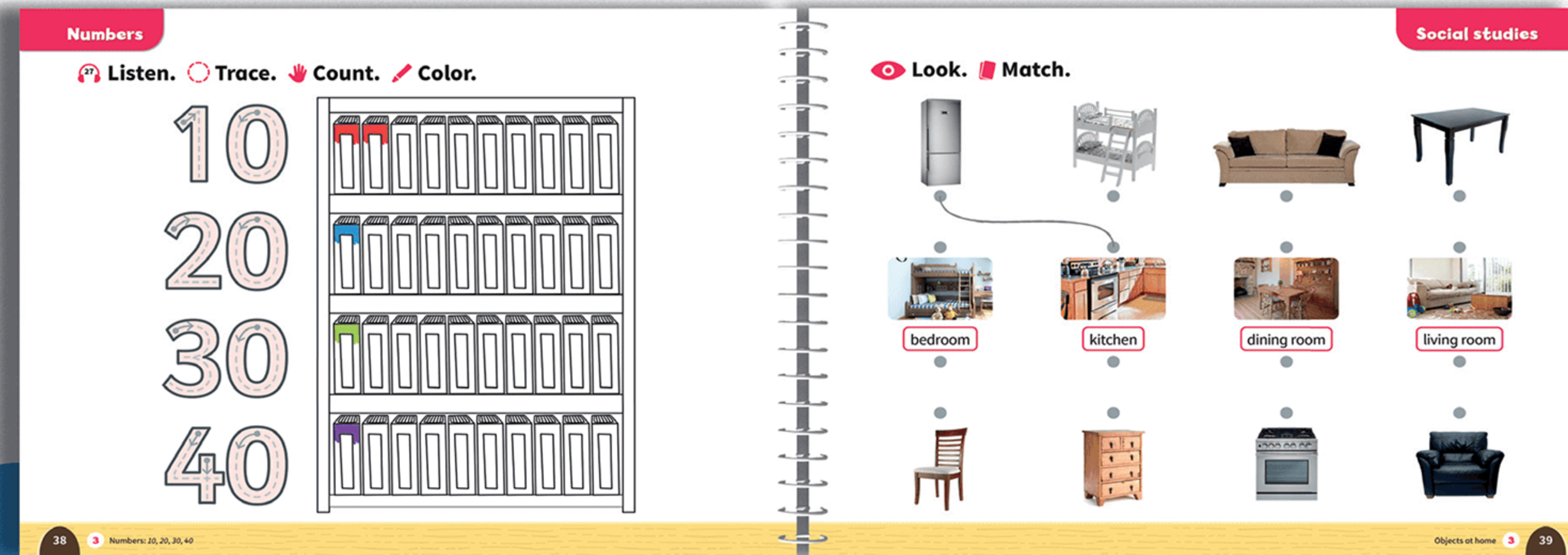
Lesson 9 of each unit focuses on numeracy. English numbers between 10 and 100 are introduced in tens. There is work on estimating quantity, which fosters critical thinking skills. There is also work on adding up and subtracting by counting and measuring length.

Review

Lesson 11 is a chance to review learning and progress. Pen-to-paper tasks are often supported by listening and become progressively more challenging through the level.

Cross-curricular

Lesson 10 gives children the opportunity to explore other subjects in the curriculum through the medium of English. In Level 3, the subjects are: social studies, science, art, physical education, and music. Colorful photographs bring the real world into the classroom and present additional receptive vocabulary. The teaching notes for Lesson 10 sometimes include a *Learning through play* activity, which enables children to explore the topic using physical, intellectual, or social-emotional play.



Project

The final lesson supports children in putting together the knowledge and skills they have gained throughout the unit and applying them to an exciting project.



The Workbook for Lesson 12 is dedicated to self-evaluation. It reviews the unit language and, at the same time, trains children to be reflective and more autonomous learners. Children can use the **unit sticker** to mark their progress.



“Hands-on” creative tasks give a clear learning outcome to the unit, and children can then play with what they make. Photocopiable templates for these activities are found in the Teacher’s Book. Through guided play, language from the unit is reproduced spontaneously in a realistic context.



Games bank

Flashcard games

Find your group

Use different sets of flashcards. The children stand in a circle apart from each other. Hand out the flashcards. The children should not show the flashcards to each other. As you say *Find your group!* the children go around the classroom to find other children with flashcards from the same set. When groups are ready, they name their flashcards.

Sequence

Display a set of flashcards on the board. Invite a small group of children to the front. The first child touches a flashcard and names it, the next one touches and names the same flashcard and then does the same with a new one. The third child touches and names the two previous flashcards and does the same with a new one. The game continues until someone does not remember the sequence.

Flashcard relay

Display two sets of flashcards on a desk in random order. Make two groups of six children. The children stand in a row behind a starting line. There should be one chair per group next to the starting line. Assign each group a different flashcard category, e.g., *family, rooms in the house*. When you say *Go!*, one child in each group runs to the desk. The children take a flashcard, run back to their group, and once they put the flashcard on the chair, the next child in line runs to get another flashcard. The game continues until one group has all six flashcards for their category. Groups name their set of flashcards at the end of the game.

Toss the ball

Display a set of flashcards on the board. The children take turns to choose a flashcard, name it, and try to hit it with a soft ball. They get the flashcard if they hit the correct one.

Draw a maze

Display two sets of flashcards in random order on the board. Make two groups and assign a category and a color to each one, e.g., *places/red, jobs/green*. Groups take turns to draw lines joining the flashcards that belong to their category, e.g., the group that has the jobs category draws green lines to join the *sales clerk, teacher, nurse, doctor, and waiter* flashcards. As the children join the flashcards, they say them out loud. Alternatively, name the flashcards for the children to join them in the order you say them.

Guess who has it

Go through a set of flashcards and have the children name them. Ask six children to stand at the front and give them a flashcard each without showing them to the class. Make two groups. Groups take turns to guess who is holding each flashcard.

Traditional games

Simon says

Play "Simon says" to practice new language. For example, say *Simon says "Brush your teeth."* The children pretend they are brushing their teeth. Say *Make your bed*. The children don't follow the instruction because you haven't said *Simon says*. Those children who pretend to make the bed are out of the game.

Hopscotch

Make a ten-square hopscotch grid on the floor with chalk. A child tosses a stone or small object into the first numbered square, says a word learned in the lesson, and hops or jumps on one leg and then on two legs through the squares. The child picks up the stone on the way back and passes it to the next child, who should try to throw the stone into the second numbered square. Every time the stone is thrown a new word should be mentioned.

Pronunciation games

Sound chain

On the board, display the flashcards or pictures representing a sound, e.g., *seeds, bee, pea, leaf* for /i:/. Hand out paper and ask the children to choose one word and draw it. Then the children sit in a circle and take their drawings with them. A child says, e.g., *Bee, /i:/*. The child on his/her right says the word *bee* and what he/she has drawn, e.g., *Bee /i:/, pea /i:/*. The game continues until everyone has participated.

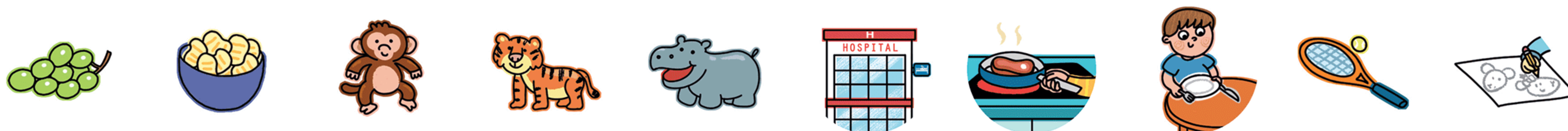
Choir

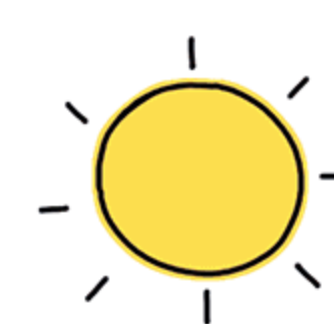
Make small groups. Assign a word with the target sound, e.g., *wash* for the /ʃ/ sound, and a number to a group. For example, say *Wash, three*, and point to a group. The assigned group says the word *wash* three times, i.e., *Wash, wash, wash*. Continue with another group, e.g., *Shoes, four*. Say the words in different tones and showing different emotions for the children to repeat them.

Human piano

Ask a small group of children to stand in a row facing the class. Tell them they will now become keys on a piano. Pretend to "play" one of the keys by putting a hand just above one of the children's heads (or, if appropriate for your class, you can touch their head). The child has to say a specific word containing the target sound, e.g., *foot /u/*. Based on how long your hand stays above the child's head, the child has to say the word for a long time or short time. You could also assign different children to say the words in a high or low pitch.







Welcome back to Pippa and Pop

5

Hello again!



Lesson objective

Become familiar with the course setting and characters and establish learning routines

Vocabulary

Vocabulary from *Pippa and Pop* Levels 1 and 2

Materials

puppet; cardboard box made into a house for the puppet; character flashcards; flashcards from Levels 1 and 2 of things on pages 4 and 5 of the Student's Book (e.g., *book, dress, ball, table, butterfly, sweater, orange, pear*, etc.)

To be used throughout the year:

Icons poster: Make a poster with the same icons from the Student's Book instructions, i.e., headphones, circle, sticker, tracing circle, crayon, hand for pointing, number, check and an X, musical note, etc. Icons should be big enough for the children to see them from where they are sitting.

Routines icons: Make three big icons representing routines the children are supposed to follow before leaving the classroom, for example, an icon of a backpack to show they have to take their backpacks with them. Display the icons in a row on the wall.

Use this very first English lesson to set up classroom routines. Young children respond well to structure and repetition. Scaffolding makes children feel secure and allows them to learn successfully. Choose from some of the ideas for routines below. You can build on these over time as the children become more familiar and comfortable with the English classroom. This first lesson is also an ideal time to introduce Pippa the puppet. See some suggestions in the *Before the book* section.

Starting the class

Start the class with a lesson opening routine:

- **Say a welcoming rhyme**, e.g., *Welcome children, welcome all. Hello, hello, hello.* Wave both hands to greet the children as you say *hello*.
- **Greet the children individually** as they come inside the classroom with a short rhyme. Follow a catchy rhythm. Say, e.g., *Hello (Sue). How are you?* The child replies *I'm fine, thank you!*
- **Show a box with realia** related to the lesson theme in it. Open the box and invite the children to look inside. Use props, e.g., a tennis ball to represent "sports" in Unit 4, for the children to guess what the lesson will be about.
- **Draw weather icons** on the board to show what the weather is like, e.g., a sun, clouds, rain. Invite children to draw on the board as well and use the weather vocabulary from Level 2, e.g., *It's rainy / sunny / windy / hot / cold today*. You can also use the

digital routine boards on Presentation Plus to talk about the weather, days of the week, birthdays, etc.

- **Say a rhyme for the children to focus** and get ready to start the lesson. Say 1, 2, 3. *All eyes on me.* Encourage the children to call back 4, 5, 6. *Zip, zip,* and to put their fingers to their lips ready to listen.
- **Hand out color cards** to the children as they come inside the classroom. The children who have the same color sit together at the corresponding table. For example, the children who have red cards sit at the "red" table. This will help the children work with different classmates throughout the year.
- **Introduce the unit songs with a rhyme.** Say *Ding-dong, ding-dong, let's sing a song.* Ring a bell as you say the rhyme.
- **Play The hello song** for the children to listen only. Divide the class down the middle. They turn and face one another. Play the song again. The children sing the questions and answers as a dialogue, nodding, smiling, and waving at each other.

Track 1

The hello song

(Suggested actions appear in parentheses.)

Group 1: Hello, good morning.
How are you?

(Wave.)

Group 2: Hello, good morning.
I'm fine, thank you.

Group 1: Hello, good morning.
How are you?

(Wave.)

Group 2: Hello, good morning
I'm fine, thank you.

(Point to clock.)

All: It's time for English!

(Jump in the air.)

Let's start our day.

(Point to clock.)

It's time for English,

(Jump in the air.)

Hip hip hooray!

Before the book

- Hide Pippa in the house. Explain in L1 (the children's first language) that an old friend is in the house and elicit who it may be, i.e., Pippa.
- Call for Pippa by saying *Pippa, Pippa. It's us again! Come out and greet your friends.*
- Have the children sing part of The hello song to Pippa: *Hello, good morning. How are you?* Pippa answers *Hello, good morning. I'm fine, thank you.*
- Ask the children if they remember the names of Pippa's friends. Use the character flashcards to elicit their names and attach them to the board.
- Remind the children that Kim's family runs a bookstore, and they live in an apartment above it. When Kim goes to bed, she dreams about Pippa and Pop coming to life. Pippa and Pop love

reading stories, just like Kim. Ask the children if they remember the name of any of the stories from Level 2.

With the book

Student's Book pages 4–5

- Ask the children to open their books to pages 4 and 5. Alternatively, use Presentation Plus.
- Ask questions about the picture, e.g., *Where are the children? Who is in the bookstore? Where are Pippa and Pop?* You can point to the character flashcards on the board and ask the children to find them in the book, point to them, and say *Here (he) is*.
- Ask the children to find items in the picture that they already know from Levels 1 and 2, e.g., *toys, pear, orange, books, boat, shells, chicken, cow*, etc.
- Alternatively, use the flashcards from Levels 1 and 2. Hold them up one by one and ask the children to find them in the scene.
- Point to a small picture at the bottom of the pages and say, e.g., *Find the (sun)*. The children find the item in the big picture. They don't need to know the words in English at this stage because they will learn them throughout the year. This activity is meant to be for recognition only.
- Hand out crayons. Point to one of the character flashcards on the board and ask the children to circle the character a certain color in the book scene. For example, say *Circle Kim red*.
- Ask the children to work in pairs, each looking at their own books. They ask each other three questions, e.g., *Where is Pippa? What color is the boat?*
- Ask the children to memorize the details in the picture for five minutes. Then say, e.g., *The orange is on the chair*. The class says *Yes* or *No*.
- **With the book routine:** From now on, use the icons poster (see Materials) to guide the children on what they have to do in each activity in both the Student's Book and Workbook. Teach icons gradually so that the children get familiar with them. You can always use the poster when giving the children instructions.

After the book

- Return to these pages as the children acquire more vocabulary and language skills throughout the

course. After teaching a new vocabulary set at the beginning of a unit, ask the children to look at the picture and find items from that category. Use the picture to practice *Where is the (lamp)? It's (on a book)*. in Unit 3, *They're (playing)*. in Unit 4, or *There's (a tiger)*. in Unit 7.

- Also use these pages to play games to review vocabulary. For example, play "I spy ..." or "Find something beginning with (p)."

Workbook pages 4–5

- You may want to complete one of the Workbook tasks in the next lesson if you are spending two lessons on pages 4 and 5.

Look. **Find.** **Circle.**

- Point to the first group of pictures and say the words: *grapes, pear, dress, chips, lemonade*. Do not expect the children to say the words. In L1, ask the children to tell you which item does not belong to the group. Point to the dress, which is circled as the example that "doesn't belong."
- Continue with the rest of the groups.

Look. **Match.** **Say.**

- Point to the first picture at the top of the page and say *Match*. Finger-trace the example line and ask *Who's this?* The children say *Dan*.
- Continue with the rest of the characters.

Finishing the class

Learning through play - memory chain



- Divide the class into small groups.
- The children look at pages 4 and 5 in their Student's Books and play a memory chain game. One child asks *What can you see?* Another says, e.g., *I can see a dress*. The next child says *I can see a dress and a sweater*. Groups continue until a child makes a mistake.
- Repeat by having the children play again in new groups.

Use a lesson closing routine to finish the class:

- **The children say goodbye to Pippa:** *Goodbye, Pippa, bye-bye, my friend. See you tomorrow again.* Put Pippa inside her house.
- **Say the Clean up! chant:** *Time's up! Time's up! It's time to clean up! Over here, over there, clean up everywhere.*
- **Say a farewell chant.** Ring the bell and wave goodbye as you say *Ring the bell, ring the bell, farewell, farewell.*
- **Use the routine icons** on the wall (see Materials). Point to one of them at a time for the children to follow the routines before leaving the classroom. Follow a fixed sequence every class.
- **Get the children to line up.** Choose a stop line where the children line up. You can put masking tape on the floor for the children to know where the start of the line is. Touch each child's head (or point if more appropriate) as you count small groups of children. Depending on the number of children in the class, you can use any of these rhymes and combine them for the children to line up, e.g., *1, 2, 3, 4, come close to the door! 1, 2, 3, 4, 5, 6, 7, 8, 9, please make a line!*
- **Play The goodbye song** as the children gather their things.

Track 2

The goodbye song

(Picking up items.)

Clean up, clean up

Let's go! Let's go!

Clean up, clean up

(Walking slowly.)

Don't be slow!

(repeat)

(Wave and smile.)

Goodbye, goodbye

(Wave and gesture toward the rest of the class.)

Goodbye, everyone.

(Wave and smile.)

Goodbye, goodbye.

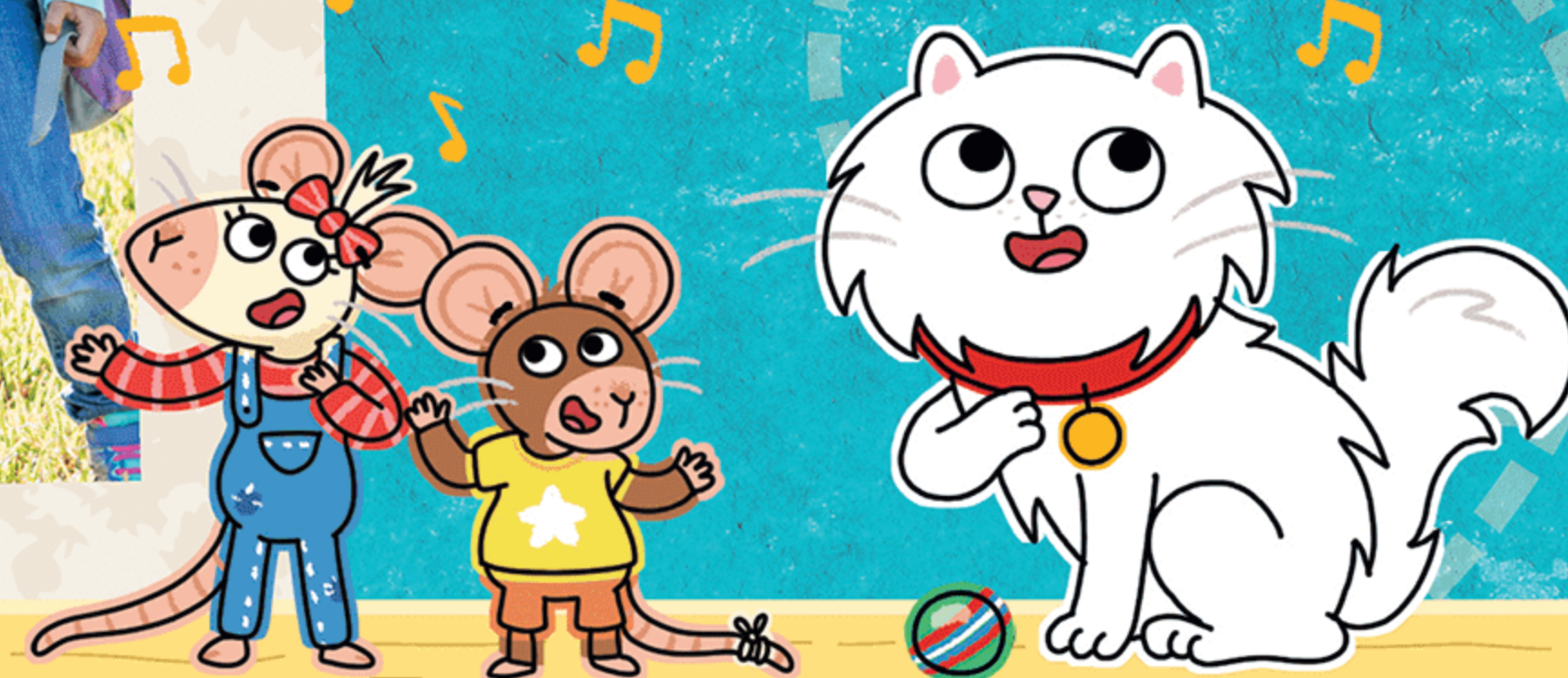
(Point to own eyes and then the class.)

See you soon.

1 Me!



Listen to the song.



6

1

Introduction and language review: Hello! What's your name? I'm (Kim / Dan / Pippa / Pop / Tinks). How old are you? I'm (eight / five / six / three). I like (books / trains).

1

Me!

Lesson 1



Unit objectives

- Review introductions and talk about age and emotions
- Review vocabulary and learn to name emotions
- Follow a story about being yourself
- Review Level 2 letter sounds
- Review numbers 1–20
- Music: emotions from music
- Review learning and progress

Lesson objective

Review *Pippa and Pop* Levels 1 and 2 language and listen to a song

Vocabulary

balls, books, cookies, flowers, trains; eight, five, six, three

Materials

premade unit objective picture cards; puppet; flashcards *Dan, Kim, Tinks, Pop, Pippa*; Unit 1 introduction video

Use Presentation Plus to watch the video

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Introduce yourself and say something you like, e.g., *I'm Lola. I like ice cream.*

Before the book

- Present the unit objectives, using premade picture cards representing the topic of each lesson. The following are possible examples for Unit 1: vocabulary / language: a child who looks about six years old, a child who looks sleepy; sounds and letters: things starting with Level 2 letter sounds; the story: a name badge; numeracy: numbers; the cross-curricular topic: a child listening to music. Use objective cards for every unit so the children become familiar with this technique. Display the relevant card during each lesson so the children become aware of which skills they need to focus on.
- Say *Pippa, Pippa. It's us again! Come out and greet your friends.* Have Pippa greet the children.
- Ask *How old are you now, Pippa? (I'm six.)* Use your fingers to count from one to six.
- Play the Unit 1 introduction video to introduce the unit topic. Pause the video at different points and ask the children what they can see and what they think they will learn about in this unit.



With the book

Student's Book page 6



Listen to the song.

- Point to the boy with the book. Elicit what he likes. Point to the children with the pictures. Ask what colors they like.
- Review the course characters with the flashcards and place them around the room.
- Play the song. When the children hear a character's name, they run to the corresponding flashcard.

Track 3

The What's your name? song

Pippa, Pop, Tinks, Kim, and Dan: Hello!

Kim: Let's sing a song!

Dan: OK. A song about ... me?

Kim / Pippa / Pop / Tinks: And me!

Narrator: Hello. What's your name?

Kim: I'm Kim. (x2)

Narrator: How old are you?

Kim: I'm eight. I like books!

Narrator: Hello. What's your name?

Dan: I'm Dan. (x2)

Narrator: How old are you?

Dan: I'm five. I like trains!

Narrator: Hello. What's your name?

Pippa: I'm Pippa. (x2)

Narrator: How old are you?

Pippa: I'm six. I like flowers.

Narrator: Hello. What's your name?

Pop: I'm Pop. (x2)

Narrator: How old are you?

Pop: I'm five. I like cookies.

Narrator: Hello. What's your name?

Tinks: I'm Tinks. (x2)

Narrator: How old are you?

Tinks: I'm three. I like balls. (x2)

After the book

- Ask the children to draw themselves or something they like. They hold up their pictures and say, e.g., *I'm (Marco). I'm (five). I like (rabbits).*



Workbook page 6



Listen again.



Look.



Stick.



Point.

- Play the song. The children sing and dance.
- Play the song again. The children place the stickers.
- Say sentences for the children to point to the correct sticker.

Finishing the class

- Use the *Goodbye, Pippa!* routine to end the class (see Teacher's Book page 17).

Lesson 2 Language presentation



Lesson objective

Review introducing yourself and others, talk about age

Language

What's your / her / his name? I'm / She's / He's (Pop). How old are you / is she / is he? I'm / She's / He's (eight).

Vocabulary

Kim, Dan, Pippa, Pop; eight, five, six

Materials

character flashcards; three birthday hats (or ID badges) with numbers 4, 5, and 6 written on them

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The What's your name? song (Track 3) and encourage the children to join in.

Before the book

- Point to yourself and say your name: *I'm (Juana)*. Gesture to each child and ask *What's your name?* Encourage the children to say their names, using *I'm ...*
- Point to a girl and say *She's (Linda)*. Emphasize *She's*. Encourage the children to repeat the sentence.
- Repeat the procedure with a boy: *He's (Damian)*.
- Use the character flashcards, one by one, for the class to chant *He's, he's, he's (Dan)* or *She's, she's, she's (Kim)*.
- Point to a girl and say *She's (Chynna)*. Ask *What's her name?* Repeat with a boy, asking *What's his name?*
- Using the character flashcards, ask *What's (his) name?* Elicit the answers, e.g., *(He)'s (Dan)*.
- Review numbers 1–10. Take out the hats (or badges). Ask volunteers to come to the front, choose a hat, and say, for example: *I'm five*. Point to the volunteer and say *(He)'s five*. After several children have come to the front, add in the question: *How old are you? How old is she / he?*
- Continue until everyone has had a turn.

With the book

Student's Book page 7

 **Listen.**  **Point.**  **Circle.**

- Point to each character and ask *What's (his) name?* Encourage the children to answer using *He's* or *She's*.

- Play the audio for the children to listen to. Point to Kim's speech bubble. Follow the words with your finger as you hear them.
- Play the audio again, pausing after each dialogue for the children to point to and circle the correct age (Kim: 8; Dan: 5; Pippa: 6; Pop: 5).
- Ask *How old is (he)?* Encourage them to answer using *He's* and *She's*.


Track 4

- Narrator:** Let's meet the characters!
Hello! What's your name?
Kim: I'm Kim.
Narrator: How old are you?
Kim: I'm eight.
Narrator: So ... she's Kim, and she's eight!
- Narrator:** Hello! What's your name?
Dan: I'm Dan.
Narrator: How old are you?
Dan: I'm five.
Narrator: So ... he's Dan, and he's five!
- Narrator:** Hello! What's your name?
Pippa: I'm Pippa.
Narrator: How old are you?
Pippa: I'm six.
Narrator: So ... she's Pippa, and she's six!
- Narrator:** Hello! What's your name?
Pop: I'm Pop.
Narrator: How old are you?
Pop: I'm five.
Narrator: So ... he's Pop, and he's five!

After the book

- Invite some children to come to the front and hold up their fingers to show their age.
- Ask the rest of the class questions, e.g., *What's her name? How old is she?*
- You may want to ask stronger learners to ask the questions.

Workbook page 7

 **Look.**  **Count.**  **Match.**  **Say.**

- Use the example to explain how the activity works.
- In pairs, the children count the candles and match the characters to the cakes.
- Invite one pair to ask and answer a question about one of the characters, e.g., *How old is Kim? She's eight.*
- Ask pairs to do the same. Circulate and check performance.

At home

- Have the children ask a friend their name and age, using *What's your name? How old are you?*

Finishing the class

- Play The What's your name? song (Track 3) for the children to get ready for the end of the lesson.
- Remind the children to practice at home (see Home-school link section on Teacher's Book page 9).
- Use a lesson closing routine to end the class (see Teacher's Book page 17).

 Listen.  Point.  Circle.



6

8



5

4



6

7



3

5

Language presentation: What's your / her / his name? I'm / She's / He's (Kim / Dan / Pippa / Pop). How old are you / is she / is he? I'm / She's / He's (eight / five / six).

1

7

 **Listen.**  **Stick.**  **Match.**  **Say.**



Pippa



Kim



Dan



Tinks

5

6

3

8

Lesson 3 Language practice

Lesson objective

Review introducing yourself and others, talk about age

Language

What's your / her / his name? I'm / She's / He's (Pop). How old are you / is she / is he? I'm / She's / He's (eight).

Vocabulary

Kim, Dan, Pippa, Pop, Tinks; eight, five, six, three

Materials

puppet; ask the children to bring a photograph of a sibling or cousin to class



Use Presentation Plus to do the interactive activity

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).

Before the book

- Call for Pippa. Ask Pippa questions to review *What's your name? What's his / her name? How old are you? How old is he / she?* You may want to write an example of each structure on the board for children to see the written form.
- Ask individual children questions using the same language: *What's your name? How old are you?*
- Encourage the children to ask Pippa questions as well.
- Divide the class into two groups. Ask groups to stand in two different circles, one within the other, with the children facing each other.
- The children in the inner circle ask the children opposite them *What's your name? How old are you?* The children reply.
- The inner circle children take one step to the left and ask their new partners the same two questions.
- After three or four turns, the outer circle children ask the questions.



With the book

Student's Book page 8

Listen. **Stick.** **Match.** **Say.**

- Explain that the children will stick characters in the frames and that the numbers on the right stand for their ages. Elicit the colors of the frames and numbers.
- Help the children find the sticker page at the back of their books.

- Play the audio, pausing after each character is described for the children to place the stickers.
- Play the audio again, pausing for the children to match the characters to their ages.
- Point to each character and ask, e.g., *What's her name? (She's Pippa.) How old is she? (She's six.)* Underline each name with your finger as children say it.

Track 5

Narrator: What's her name?

Girl: She's Pippa.

Narrator: How old is she?

Girl: She's six.

Narrator: What's his name?

Boy: He's Dan.

Narrator: How old is he?

Boy: He's five.

Narrator: What's her name?

Girl: She's Kim.

Narrator: How old is she?

Girl: She's eight.

Narrator: What's his name?

Boy: He's Tinks.

Narrator: How old is he?

Boy: He's three.

After the book

- Play the audio again. Pause after the first question *What's her name?* and point to the sticker of Pippa on the page. Elicit the answer from the class (*She's Pippa.*) Then play the next line of audio for the children to listen to the answer.

- Repeat the procedure with the rest of the audio, pausing after each question for the class to provide the answer.



Workbook page 8

Look. **Find.** **Circle.** **Say.**

- Explain how the activity works, using the example.
- The children look at the options and circle the number that is each character's age.
- Go through the rows and have the children answer your questions: *What's his / her name? How old is he / she?*

Finishing the class

Learning through play - Whose is it?



- The children walk around the classroom, showing the photographs they brought from home.
 - Make two groups, A and B.
 - Put group A's photographs in a pile. Group B takes turns to take a photograph and guess whose photograph it is.
 - Have the groups switch roles.
- Say the *Clean up!* chant for the children to clean up (see Teacher's Book page 17).
 - Ask in L1 *Can you ask about people's age?* Encourage the children to self-evaluate (for suggested techniques, see the Learning to Learn section on Teacher's Book page 7).

Lesson 4 Sounds and letters



Lesson objective

Review letter sounds

Sounds and letters focus

Review letter sounds *b, m, t, g, p, d, k, n, s, h* with the words *bee, mango, teddy bear, goat, pencil, doll, kite, nose, sock, hat*

Materials

flashcards from *Pippa and Pop* Levels 1 and 2 that start with the letter sounds reviewed in this lesson (e.g., *ball, blue, mouth, milk, table, tree, green, grandpa, pink, Pippa, dress, Daddy, Kim, kitchen, hand, horse, neck, sister, sunny*); puppet

Note: If you don't have access to Levels 1 and 2 flashcards, use pictures or draw pictures.

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Welcome the class and play The hello song (Track 1). Encourage the children to join in.

Before the book

- Write the letters "b," "m," "t," "g," "p," "d," "k," "n," "s," and "h" on the board.
- Point to the letter "b" and say the letter sound *b*.
- Continue with the other letter sounds and encourage the children to repeat after you. Note: Leave the letters on the board for the whole lesson.
- Ask the children to stand in two parallel lines facing each other so that there are pairs of children working together.
- Say one of the letter sounds, e.g., *p*, exaggerating the position and movement of your lips. Ask the children to look at your mouth as you say the sound.
- Ask pairs to look at their partner's mouth and repeat the sound as if they were looking in a mirror.
- Repeat with the rest of the sounds and circulate to check performance.

With the book

Student's Book page 9

 **Listen.**  **Trace.**  **Match.**  **Say.**

- Play the audio and point to the letters on the board as each sound is mentioned.

- Trace the letter "b" with your finger to show the right tracing direction. The children finger-trace the letters in their books.
- The children use a pencil to trace the letters in their books, following the arrows.
- Play the audio again, pause after the first sound, and move your finger from the letter "b" to the bee as you hold up the book.
- Play the rest of the audio for the children to match the letters with the drawings.
- Ask individual children to say the letter sounds and the words.

Track 6

b b b, bee bee bee, b bee

m m m, mango mango mango, m mango

t t t, teddy bear teddy bear teddy bear, t teddy bear

g g g, goat goat goat, g goat

p p p, pencil pencil pencil, p pencil

d d d, doll doll doll, d doll

k k k, kite kite kite, k kite

n n n, nose nose nose, n nose

s s s, sock sock sock, s sock

h h h, hat hat hat, h hat

After the book

- Place the flashcards in a pile face down.
- Put the children into two or three groups.
- A child from one group takes one flashcard, says the word, e.g., *Milk*, and touches the corresponding letter on the board ("m"). If it's correct, the group keeps the flashcard. Note: The children can do this in pairs if they want.
- Groups take turns. The winner is the group with the most flashcards.

Workbook page 9

 **Listen again.**  **Look.**  **Circle.**

 **Say.**

- Play the audio again. The children circle the correct letter sound in each pair.
- Point to each picture. The children say the letter sound and point to it.

Finishing the class

- The children call for Pippa. Encourage them to show Pippa what they know.
- Point to the letters on the board so that the children teach Pippa the sounds.
- Pippa says the sounds as if she was a child and the children the teachers.
- Use the *Goodbye, Pippa!* routine (see Teacher's Book page 17) to end the class.